

MODERN LANGUAGE CURRICULUM STANDARDS

Communication

Communicate in Languages other than English

In order to communicate successfully in another language, students must have facility in that language, a familiarity with the cultures that use the language, and an awareness of how language and culture interact in societies. Students must apply this knowledge as they express ideas and interpret events in a second language or reflect upon observations from other cultures. Therefore, achieving the standards in the Communication Goal is central to the attainment of the other four goals.

Acquiring communicative competence involves more than learning the elements of the language. The study of the language itself does not automatically result in the development of the ability to process language in real situations or in the ability to respond meaningfully in appropriate ways. Even those who master the vocabulary and grammar of a particular language may be unable to understand that language when they encounter it outside the classroom. Learners must develop the strategies that will aid them in bridging the communication gaps that exist because of differences in languages and cultures. The curriculum standards included in the Communication Goal are intended to furnish guidelines for the development of classroom activities to provide students with ample exposure and practice from the very earliest stages of language learning.

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication; that is, direct oral or written communication between individuals who are in personal contact. These interactions may take the form of conversations either in person, on the telephone, or in written correspondence, such as notes, letters, and e-mail.

| Beginning Interpersonal The learner will | Developing Interpersonal The learner will | Expanding Interpersonal The learner will |
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| 1. understand and express basic needs, e.g., food, drink, shelter, travel assistance; | 1. elaborate on personal needs; | 1. manage unforeseen circumstances and complicated situations; |
| 2. understand and express basic courtesies; | 2. identify and respond appropriately to nonverbal cues; | 2. converse using language and behaviors that are appropriate to the setting; |
| 3. exchange information; and | 3. converse on topics of personal interest; and | 3. exchange opinions and beliefs; and |
| 4. express likes, dislikes, and opinions of agreement and disagreement. | 4. elaborate on likes, dislikes, preferences, and opinions of agreements and disagreements. | 4. express personal feelings and ideas for the purpose of persuading others as well as give and receive advice. |

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

This standard involves one-way listening and reading in which the learner works with a variety of print and nonprint materials. It focuses on the interpretive mode; that is, it involves understanding one-way messages, such as radio and television broadcasts, films, songs, lectures, and even the conversation of others. It also incorporates printed realia, newspaper and magazine articles, Internet items, and literary works.

| Beginning Interpretive The learner will | Developing Interpretive The learner will | Expanding Interpretive The learner will |
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| 1. demonstrate comprehension of informational materials, e.g., directions, instructions; | 1. summarize the main idea and provide supporting details from texts or dialogues; | 1. demonstrate comprehension of complex directions and instructions intended for native speakers; |
| 2. demonstrate understanding of age-appropriate culturally rooted materials, e.g., rhymes, songs, folk tales; | 2. demonstrate comprehension of selected authentic materials; | 2. analyze the meaning of songs, folklore, and literature; |
| 3. identify components of visual texts, e.g., schedules, menus, advertisements; and | 3. make inferences and draw conclusions; and | 3. interpret and analyze cause and effect relationships and sequences in authentic materials; and |
| 4. identify main ideas of familiar texts and dialogues, e.g., literary, cultural, informational, visual. | 4. identify the text type of authentic material, e.g., menus, ads, poems, novels, recipes, schedules, lyrics. | 4. analyze and evaluate complex texts or conversations, discerning mood, sarcasm, humor, and irony. |

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

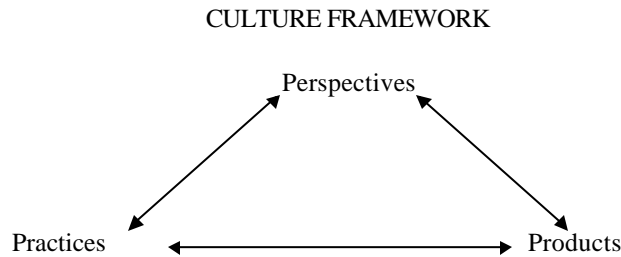
This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. It addresses activities that range from skits to formal oral presentations and from short compositions and creative works to formal written reports.

| Beginning Presentational The learner will | Developing Presentational The learner will | Expanding Presentational The learner will |
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| 1. give directions, commands and instructions; | 1. explain a process based on prior knowledge and/or experience; | 1. explain a complex process incorporating detailed instructions; |
| 2. present information on simple topics in a variety of formats; | 2. present information on a variety of topics using multimedia formats; | 2. present information on a wide selection of topics, including abstract cultural concepts; |
| 3. write a personal communication, e.g., note, letter, invitation; and | 3. produce formal and informal written communication; and | 3. produce a written sample to convey a mood, implied meaning, or abstract idea; |
| 4. present familiar topics enhanced by multimedia; | 4. produce multimedia presentations. | 4. create multimedia presentations on complex topics; |
| | | 5. research and synthesize information from a variety of sources; and |
| | | 6. formulate and defend a position on a researched issue. |

Cultures

Gain Knowledge and Understanding of Other Cultures

What is Culture? The term *culture* includes the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. The diagram below illustrates how the products and the practices are derived from the philosophical perspectives that form the worldview of a cultural group. It also shows how these three components of culture are closely interrelated.



Because language is the primary vehicle for expressing cultural perspectives and participating in social practices, the study of a language provides opportunities for students to develop insights into a culture that are available in no other way. In reality, then, the true content of the foreign language course is not the grammar and the vocabulary of the language but the cultures expressed through that language. It is important that students become skilled observers and analysts of other cultures.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

This standard addresses the knowledge of what, when, where, and how to communicate appropriately in varying social situations. The ability to interact effectively within the target culture is an important dimension of cultural competence. It is important to understand the relationship between these practices and the underlying perspectives that represent the culture’s view of the world.

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| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| <p>1. Identify similarities and differences among the cultural practices and perspectives of each country studied by</p> <ul style="list-style-type: none"> • demonstrating greeting and leave-taking behaviors in a variety of social situations; • making and responding to introductions; • using appropriate courtesy behaviors linked to expressions such as “please,” “thank you,” and “excuse me”; • making polite requests in a variety of social situations; • identifying cultural customs and celebrations; • identifying and compare concepts of time, social gestures, etc.; and • using units of measurement from target cultures, e.g., currency, the metric system, the twenty-four-hour clock; and | <p>1. describe and analyze cultural characteristics and behaviors of everyday life;</p> | <p>1. analyze social, historical, and geographic factors that affect cultural practices;</p> |
| <p>2. identify elements of the target culture that are in transition, e.g., role of the mother, father, and child.</p> | <p>2. compare cultural practices among same-language cultures;</p> | <p>2. integrate culturally embedded words, phrases, and idioms into everyday communication;</p> |
| | <p>3. produce language and behaviors that are appropriate to the target culture;</p> | <p>3. evaluate some commonly held generalizations about the culture studied;</p> |
| | <p>4. analyze some commonly held generalizations about the culture studied;</p> | <p>4. exchange opinions on social issues, e.g., immigration, environment, drugs, crime;</p> |
| | <p>5. identify common cultural practices influenced by social, historical, and geographic factors; and</p> | <p>5. identify elements of humor, irony, and satire in the target language and culture;</p> |
| | <p>6. define and discuss the elements of the target culture that are in transition.</p> | <p>6. synthesize the relationships among the products, practices, and perspectives of the culture, e.g., the costumes, dances, and celebrations pertaining to Independence or National Day; and</p> |

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| | | 7. analyze the elements of the target culture that are in transition and explore their local and global impact, e.g., population shift, industrialization. |
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Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the cultures studied.

This standard addresses the interrelatedness of languages, literatures, artifacts, traditions, and other products that are expressions of the target culture. The identification of important historical events and figures; a familiarity with the major literary, musical, and artistic contributions of the target country; and an awareness of sociopolitical institutions in the society are basic to an understanding of that culture.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| 1. identify tangible products and symbols of the culture studied, e.g., toys, dress, types of dwellings, foods, flags, monuments, landmarks; | 1. describe the cultural significance of objects, images, and symbols associated with the target language; | 1. evaluate the expressive forms of the target culture, e.g., art, literature, music, dance; |
| 2. identify and participate in the expressive forms of the culture, e.g., children's songs, selections from children's literature, other types of artworks; | 2. analyze contributions that the target language and culture have made to the world; and | 2. discuss and analyze such intangibles of the target culture as social, economic, and political institutions; and explore relationships among these institutions and the perspectives of the culture; |
| 3. identify and produce artworks, crafts, or graphic representations of the target culture; and | 3. identify and describe social, economic, and political institutions and perspectives of the culture. | 3. synthesize the relationships among the products, practices, and perspectives of the culture, e.g., costumes, dances, celebrations; and |
| 4. identify the contributions that the target language and culture have made to the world. | | 4. identify the effects of the target culture on current world events. |

Connections

Connect with Other Disciplines and Acquire Information

Foreign language study must be supportive of and integrated with the entire school experience. It is ideally suited to curriculum integration and helps students make valuable connections with other disciplines either formally or informally. Knowledge of a foreign language empowers students to extend their access to information and to increase their ability to “know and do.” Using a foreign language to acquire information empowers students with knowledge, no matter what the topic or discipline. In short, it helps students “learn how to learn.”

Even though students bring a wealth of knowledge to the foreign language classroom, connections with other disciplines very often originate in the language classroom. The teacher can use the classroom language learning experience to build upon what students already know. In this way, foreign language acquisition focuses on the broader education of students. As students learn another language, they are afforded the opportunity to expand their sources of available information. By using today’s technology at home or in school or by using traditional school and community resources, students can gather information, interact with native speakers, and hear and view programming in the target language.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning is no longer restricted to a specific discipline; it has become interdisciplinary. This standard focuses on using foreign language instruction as a means of expanding and enhancing students' knowledge in other areas. The new information and concepts that they acquire will facilitate their continued learning across the curriculum.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| 1. identify and use in the target language previously acquired concepts from other subject areas, such as <ul style="list-style-type: none"> • language arts (punctuation), • math (word problems), • science (metamorphosis), • social studies (geography), • visual and performing arts (authentic songs and dances), • health (food pyramid), and • PE (authentic games); | 1. transfer and apply information and skills common to both the target language and other subject areas, e.g., map skills, graphing; | 1. synthesize information and skills common to the target language and other subject areas, e.g., elements of literature; |
| 2. participate in activities in the target language to integrate information for use in other subject areas; and | 2. use new information from the target language or culture to enhance study of a topic in other subject areas; | 2. locate foreign language resources and synthesize information for use in other subject areas; and |
| 3. identify vocabulary pertaining to global issues that affect the target culture, e.g., rainforests, recycling, overpopulation, human rights. | 3. improve English language skills and writing proficiency through an understanding of target language; and | 3. evaluate the impact of global issues on culture and discuss possible solutions to the problems. |
| | 4. research and discuss global issues. | |

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Learning a foreign language gives students access to the original sources of information and unique perspectives of that target culture. This access, either through traditional print or media sources or through the use of new technologies such as the Internet, provides a veritable “window to the world.” Giving students these advantages is the focus of this standard.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| 1. extract information from authentic resources for use in a variety of subject areas; and | 1. integrate information from authentic sources with other content areas; and | 1. synthesize and evaluate information from sources intended for native speakers; and |
| 2. relate information pertaining to a variety of topics and situations, using authentic resources and multimedia. | 2. use multimedia sources to expand understanding of the target culture and integrate it with existing knowledge. | 2. analyze information from multimedia sources to create original work in the target language. |

Comparisons

Develop Insight into the Nature of Language and Culture

A major benefit of the study of a foreign language is that students better understand their own language and culture. By comparing languages, social behaviors, and cultural views, students become keen observers and analysts of their own society and communication system. In addition, the interconnectedness of linguistic and cultural elements becomes more apparent to them. The result of making these comparisons is that students develop their critical thinking abilities in valuable and important ways.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine their own language and to develop ideas about the structure and use of languages in general. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| 1. identify word borrowings and cognates from other languages; | 1. compare and apply within limited contexts the structural patterns of the target language, e.g., forms and functions of tenses; | 1. apply within a variety of contexts the structural patterns of the language; |
| 2. identify differences in language characteristics, e.g., gender, agreement, syntax; | 2. apply an understanding of differences in the pronunciation and the writing systems of target language; and | 2. transfer knowledge of structural patterns between the target language and the student's own language to communicate effectively; and |
| 3. identify and compare differences in writing systems, e.g., diacritics, punctuation, capitalization; | 3. explore the ways that idiomatic expressions affect communication and reflect culture. | 3. identify and examine differences within the target language as they occur in various countries, regions, dialects, or economic levels of a society. |
| 4. identify and compare different alphabets and numbers; | | |
| 5. identify differences in pronunciation systems; and | | |
| 6. identify and use common idiomatic expressions. | | |

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar to and different from those in their own culture. Although some students make comparisons naturally, this standard focuses on developing this reflective process in all students by encouraging its integration into instruction from the earliest levels of learning.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
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| 1. identify different forms of social etiquette, e.g., forms of address, body language, and greetings; | 1. apply knowledge of target culture's social etiquette to use of the language; | 1. integrate knowledge of social etiquette and linguistic structures; |
| 2. compare cultural products and practices, e.g., sports, holidays, toys, food; | 2. relate specific activities to the wider culture, e.g., role of sports in society, importance of celebrations to family life, origins of holidays and other traditions; | 2. connect activities and traditions of target culture to those of native culture; |
| 3. demonstrate familiarity with forms of artistic expression, e.g., folk tales, rhymes, songs; | 3. discuss various forms of expression of the target culture, e.g., age-appropriate literature, periodicals, music, visual arts; | 3. analyze artistic products of the target culture; |
| 4. compare social structures, e.g., families, schools; and | 4. compare roles of children, men, and women; | 4. analyze roles of mass media in the two cultures; |
| 5. identify similarities and differences between native and target cultures in areas of mass communication, e.g., TV advertising, radio news, weather reports. | 5. discuss cultural stereotyping in target and native countries; and | 5. compare major social issues and their impact on target and native cultures, e.g., immigration, drugs, crime; and |
| | 6. interpret the content and impact of mass media on the target culture. | 6. identify differences that exist within the target culture and language, such as those that occur within various regions, dialects, or social classes. |

Communities

Participate in Multilingual Communities at Home and around the World

Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they acquire. Their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the

interdependence of people throughout the world. This goal combines elements from each of the other goal areas. The standards in this goal are dependent not only on one's careful language use but on the ability to apply knowledge of the perspectives, products, and practices of a culture, the ability to connect to other discipline areas, and the development of insight into one's own language and culture.

Some students are fortunate to have direct access to multilingual communities through their home backgrounds; all students benefit from an awareness of the many communities where English and other languages are spoken. Language students develop a keener awareness of cultures and are better equipped to function in multilingual communities than those who do not study a foreign language.

In addition to the ability to communicate in more than one language as a job skill, knowledge of other languages and cultures opens the door to many types of leisure activities. From the television screen to the computer monitor, Americans have a direct link with the entire world. Through works of great literature and the other arts, one gains a deeper understanding of self. As Americans travel to other countries and interact with speakers of other languages, they realize that competence in more than one language and a knowledge of other cultures empower them to experience more fully the artistic and cultural creations of those cultures.

The Effect of the Standards on the Community

South Carolina has much to gain from other languages being studied and spoken, such as a deeper understanding of cultures within its communities and a better appreciation for cultural differences. Business and industry look favorably upon environments where different languages and cultures are welcomed and honored. Creating such an environment becomes increasingly important if South Carolina is to continue attracting prestigious international firms to locate operations here. The benefits of our doing so are obvious: in 1998 alone, 218 international firms invested \$2.6 billion in South Carolina, creating 7,532 new jobs.

Standard 5.1 Students use the language both within and beyond the school setting.

This standard focuses on foreign language study as a tool for one to communicate with speakers of that language throughout one's life—in school, in the community, and abroad. As students apply what they have learned in the language program, they come to realize the advantages inherent in the ability to communicate in more than one language. In addition, they develop an understanding of the power of language and are thus in a good position to serve the needs of a global society.

| Beginner The learner will | Developing The learner will | Expanding The learner will |
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| 1. identify and share examples of the target language in daily life; | 1. respond to the target language encountered outside of the classroom setting; | 1. interact appropriately in the target language in real-life situations; |
| 2. share knowledge of target language and cultures with others; | 2. establish connections with the target culture through the use of technology, media, and authentic sources. | 2. maintain connections with the target culture, e.g., e-mail, letters, videos; |
| 3. locate connections with the target cultures through the use of technology, media, and authentic sources; and | 3. use resources in the community to research the target culture; and | 3. using authentic sources, analyze the role of the United States in the world arena as viewed by other cultures; |
| 4. locate resources in the community to research the target culture. | 4. perform community service using target language and/or cultural knowledge. | 4. analyze the interdependence between the student's own culture and other cultures; and |
| | | 5. collaborate with resources in the community, e.g., ethnic and civic organizations, businesses, universities. |

Standard 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

By developing a certain level of comfort with the new language, students can use these skills to access entertainment and information as they continue to learn throughout their lives. The focus of this standard is enabling students to use sources available to speakers of the target language to enrich their personal lives.

| Beginning The learner will | Developing The learner will | Expanding The learner will |
|---|--|---|
| 1. apply acquired knowledge for personal enrichment, e.g., movies, plays, concerts, art exhibits; | 1. examine the necessary qualities that foster the ability to adapt; | 1. discuss the importance of maintaining an open attitude in an analysis of other cultures; |
| 2. demonstrate interpersonal skills in the target language, e.g., listening politely, working in groups, communicating effectively; | 2. discuss various perspectives of universal themes, e.g., love, conflict, friendship, relationships; | 2. apply language skills to evaluate and refine his or her own learning processes; and |
| 3. relate content within everyday vocabulary, literary works, films, and so on, to his or her personal life; | 3. analyze cultural diversity and examine customs to aid in the acceptance of and appreciation for other cultures; | 3. analyze and synthesize information. |
| 4. identify his or her own strengths and weaknesses; | 4. explore and evaluate school-to-work opportunities, e.g., speakers, career fairs, the Internet, on-site visits; | |
| 5. demonstrate the skills of compromise and negotiation to reach a consensus; and | 5. apply research skills for personal interest and enrichment by using the media center, the Internet, etc.; and | |
| 6. demonstrate logical decision making in real-life situations. | 6. develop technological skills. | |